

I. COURSE DESCRIPTION:

"Healing. The word sounds so uncomplicated and comfortable, yet defining and understanding this concept is neither. Facilitating true healing is more difficult still, and recognizing it when we see it may be the most subtle work of all." (Quinn, 1997)

This course focuses on peoples' (individual and family) experience with healing, specifically related to a variety of complex health challenges. Using a concept approach, learners will continue to develop their repertoire of skills to promote healing. Assessment, especially pattern recognition, critical decision-making and increased self-directedness will be fostered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-In-View**

Learners will increase their understanding of a variety of concepts that clients and their families experience when facing a complex health challenge. Learners will have opportunities to gain knowledge regarding conducting a holistic assessment and to learn to practice safely through the development of critical decision-making and pattern recognition.

Process

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop assessment and analytic skills. Case studies, group discussion, and learner experiences will be used. Learners will be encouraged to integrate knowledge from previous and current courses to explore healing, caring and holism when interacting with clients and families experiencing complex health challenges.

III. TOPICS:

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| 1. Critical thinking | 10. Loss, Bereavement, & Grief |
| 2. Nursing process | 11. Pain & Suffering |
| 3. Healing | 12. Diabetes Mellitus: Types 1 & 2 |
| 4. Health related quality of life | 13. Cardiovascular: CHF, CAD, MI |
| 5. Stress and adaptation | 14. Cardiovascular: HTN & CVA |
| 6. Hardiness | 15. Respiratory: COPD & Asthma |
| 7. Death, & Dying | 16. Trauma: Burns & Fractures |
| 8. Depression & Anxiety | 17. Arthritis |
| 9. Hope | 18. Breast Cancer |

IV. REQUIRED RESOURCES, TEXTS, & MATERIALS

- Cox, H.C., Hinz, M.D., Lubno, M.A., Scott-Tilley, D., Newfield, S.A. McCarthy Slater, M., & Sridaromont, K. L. (2002). *Clinical applications of nursing diagnosis: Adult, child, women's psychiatric, gerontic, and home health considerations* (4th ed.). Philadelphia: F.A. Davis.
- Karch, A. (2005). *2005 Lippincott's nursing drug guide*. Philadelphia: Lippincott.
- Lehne, R.A. (2004). *Pharmacology for nursing care*. (5th ed.). St. Louis: Saunders.
- Lewis, S.M., Heitkemper, M., and Dirksen, S. (2004). *Medical surgical nursing: assessment and management of clinical problems*. (6th ed.). St.Louis: Mosby.
- McCance, K.L. and Heuther, S.E. (2002). *Pathophysiology: the biological basis for disease in adults and children* (4th ed.). St. Louis: Mosby.
- You will need access to a mental health nursing textbook (Library) – the text that will be used in Year 3 is:
Stuart, G. & Laria, M.T. (2005). *Principles and practice of psychiatric nursing* (8th ed). Toronto: Mosby.
 - Selected readings (on reserve) and articles in the library - refer to learning activities. You will need to seek out additional library resources such as journals, and internet sources such as Proquest, and the Cochrane Library pertinent to weekly case studies.

Recommended Resources

- Fischbach, F. (2002). *Nurses' quick reference to common laboratory and diagnostic tests* (3rd ed.). Philadelphia: Lippincott.
- Wilkinson, J.M. (2001). *Nursing process and critical thinking*. New Jersey: Prentice-Hall.

V. ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

Attendance at scheduled tests, quizzes, presentations, examinations, etc. is mandatory.

Missed tests, quizzes, assignments, reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

The North Eastern Ontario Collaborative Nursing Program Student Manual is to be consulted for guidance and is considered part of this course outline.

VI. EVALUATION METHODS

A passing grade of 60% is required for all nursing courses. The grade for Nursing 2007 will be based on 3 methods of evaluation. These will be derived from a joint assignment, a midterm test, and a final examination.

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| 1. | Midterm test | 25% |
| 2. | Joint case study assignment: | 35% |
| 3. | Final examination | 40% |

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

VIII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

IX. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

X. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.